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ABSTRACT

During the 1990s, Kentucky has undergone an extensive educational renaissance guided by three milestones: enactment of the 1990 Kentucky Education Reform Act (KERA); creation of the nation's first Workforce Development Cabinet; and development of the Kentucky Strategic Plan for Higher Education in Kentucky. This report to President Bush describes over 60 of Kentucky's education initiatives and correlates them with 6 national education goals for readiness, school completion, achievement, citizenship, and literacy. Under KERA's goals, schools will: (1) expect high achievement from all students; (2) develop students' communication, thinking, and problem-solving abilities; (3) increase school attendance; (4) reduce dropout and retention rates; (5) reduce physical and mental health barriers to learning; and (6) be measured by students' successful transition to work, postsecondary education, and the military. KERA involves key changes in finance, governance, curriculum, assessment, health and human services, and professional development. Kentucky was the first state to address the critical area of education, training, and lifelong learning for adults through its Cabinet for Workforce Development. The Council on Higher Education Initiatives strengthens and expands cooperative efforts of the 1980s, aiming to improve educational quality and effectiveness, provide equal educational opportunities, improve citizens' educational attainment, and contribute to the state's economic development. (MLH)

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1992
Tracking Our Schools

Strategies for Achieving Educational Goals
Kentucky's Annual Report to the President

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OFFICE OF THE GOVERNOR
FRANKFORT, KENTUCKY

Friends of Education:

As the national leader in the education reform movement, Kentucky is proud to issue this second annual report on progress toward the National Education Goals.

Working together, the Education, Arts and Humanities Cabinet, the Workforce Development Cabinet, the Kentucky Department of Education, and the Council on Higher Education are striving to meet the ambitious goals set by President Bush and the nation's governors in 1989.

Kentucky's historic Education Reform Act of 1990 (KERA), which provides the basis for much of Kentucky's progress toward achieving the national goals, is now in its second year of implementation.

Some of the major indicators of progress in Kentucky include:

- *An Interagency Commission on Education and Job Training Coordination has been established.*
- *$40 million in funding for the first year of implementation of a new statewide educational technology system.*
- *72 percent of all eligible children now attend preschool.*
- *222 Family Resource and Youth Services Centers have been established.*
- *Kentucky's Extended School Services Program has reached 116,000 students in 1992 alone.*
- *Kentucky has targeted those school districts with the highest dropout rate for extra financial assistance.*
- *All Kentucky elementary schools have begun implementation of an ungraded primary program.*
- *504 schools now have school-based decision making councils.*
- *A comprehensive statewide assessment program which measures student performance against Kentucky's six goals and 75 valued outcomes has been established.*
- *The guarantee of skills of graduates of the 23 Kentucky Tech Schools.*
- *Customized training to upgrade worksite skills increased by 20 percent in 1992.*
- *The Kentucky State Adult Education Resource Center was established.*
- *Funding for adult basic education and literacy programs increased by 50 percent.*
- *Over 12,000 young students were served through early intervention programs sponsored by higher education institutions.*
- *The eight public universities have reallocated more than $15 million in funds and faculty release time in support of KERA projects.*
- *The number of high school graduates entering the higher education system has increased 8 percent over the past five years.*
- *Full-time enrollment in higher education has increased 26 percent since 1987.*

Kentucky has made an unprecedented moral and financial commitment to providing a 21st century education for all its citizens. Substantial progress has been made over the past two years. We look forward to working with President Clinton and the nation's governors to reach the national educational goals by the year 2000.

Brereton Jones

Brereton Jones
Governor of Kentucky

INTRODUCTION

In perhaps no other state in the nation has there been an education renaissance as pervasive and extensive as the one in Kentucky in the decade of the 1990s. Three milestones at the beginning of this decade exemplify and guide this renaissance in a state and people which did not always cherish education sufficiently:

- The enactment of the Kentucky Education Reform Act of 1990 (KERA).
- The creation of the nation's first Workforce Development Cabinet.
- The development of the Kentucky Strategic Plan for Higher Education in Kentucky/ 1991-1996.

These factors taken separately – and all three working together – are causing initiatives and accomplishments which are unprecedented for this state, and perhaps any state, even in times of extreme financial difficulty. This report touches the highlights of those initiatives, and correlates them with the six national educational goals.

Kentucky Department of Education Initiatives

In November 1985, 66 of the 176 school districts in Kentucky challenged in court the equity and adequacy of state funding for education. The funding mechanism in place at the time resulted in unequal educational opportunities across the state. The Kentucky Supreme Court ruled in June 1989 the system of common schools in Kentucky unconstitutional. Following this decision, the Legislative and Executive branches of government formed a task force to study the court's ruling and plan the basis for a new education system. In 1990, the Kentucky Education Reform Act (KERA) was passed. KERA is a comprehensive approach to school reform.

In the six goals of KERA schools shall:

1. Expect a high level of achievement from all students;
2. Develop their students' ability to:
   a. Use basic communication and mathematics skills for the purposes and situations they will encounter throughout their lives;
   b. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
   c. Become self-sufficient individuals;
   d. Become responsible members of a family, work group, or community including demonstrating effectiveness in community service;
   e. Think and solve problems in school situations and in a variety of situations they will encounter in life; and
   f. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources;
3. Increase their students' rate of school attendance;
4. Reduce their students' dropout and retention rates;
5. Reduce physical and mental health barriers to learning; and
6. Be measured on the proportion of students who make a successful transition to work, postsecondary education, and the military.

Key components of the Kentucky Education Reform Act were finance, governance, curriculum, assessment, technology, integrated health and human services, and professional development:

1. A new funding formula, Support Education Excellence in Kentucky (SEEK), guarantees equitable financing of each district's education program;
2. School governance changed when an appointed Commissioner of Education became the head of the Department of Education and local districts decentralized their control from the district board to School-Based Decision Making Councils;
3. Curriculum elements included curriculum alignment with 75 Valued Outcomes and the introduction of preschool and a new Primary School Program with nongraded K-3;
4. A student assessment system was developed that is primarily performance-based and strives to align instruction with achievement of the six KERA goals and the Valued Outcomes.
5. Technology focuses on instruction, administration, and management administration to provide use of informational systems at all levels;
6. Integrated health and human services are provided through Family Resource and Youth Services Centers located in 1,000 of 1,400 schools, which address the needs of disadvantaged children and youth and their families in schools where 20 percent of the student population are on the free lunch program;
7. Professional Development which provides the administrators and teachers the tools needed to implement the many changes in the reform movement.

As a result of the enactment of KERA, much of the nation is focused on how the changes are affecting the students and the education system in Kentucky. The reform is being implemented in stages to provide a smooth transition. Teachers and students are learning that there is a better road to knowledge than there has been in the past.

Workforce Development Cabinet Initiatives

Kentucky was the first state in the nation to address the critical area of education, training and lifelong learning for adults through the formation of a Cabinet for Workforce Development. The establishment of the Cabinet in 1990 ratified the acute need to heighten the level of adult education and technical training to one of highest program priority within Kentucky state government. The Cabinet provides a system of lifelong learning for adults offering: literacy services, adult basic education, both secondary and postsecondary vocational-technical education, and short-term technical training and retraining.

Since release of the 1991 benchmark report on achieving the National Goals, the Cabinet has energized its commitment to holistically address worker preparation. This is reflected in the Cabinet's mission statement that also parallels National Goal 5:

"To direct, develop and deliver education and training to prepare Kentucky's current, emerging and future workforce for employment, lifelong learning, and independence in a changing global economy."

Steady progress towards achieving Goal 5 through the Cabinet's programs is especially critical to Kentucky's economic competitiveness because, of the six national education goals, it affects the largest element of the state's population. Also significant is the fact that 92 percent of Kentucky's current workforce will still be below retirement age in the year 2000. As the state ranking 49th in the percentage of adults with a high school diploma, Kentucky

can no longer accept mediocre and static levels of educational attainment. Kentucky's present and future workers must continually acquire the higher skill levels needed to adapt to emerging technology and a changing work environment. An examination of recent U.S. Department of Labor statistics underscores the strategic role of the Cabinet. Those figures indicate that 80 percent of all jobs today do not require a four-year college degree and, of the 10 fastest growing occupations, eight require two years of postsecondary vocational-technical education. More compelling is the need to provide a lifelong learning system of training and retraining that acknowledges the more frequent career changes, or changes within the same occupation.

The Cabinet for Workforce Development recognizes that achieving Goal 5 is a dynamic, complex process demanding resolute commitment and persistence. It represents a great challenge that the Cabinet is aggressively stepping forward to address. Governor Jones has strongly endorsed the mission of the Cabinet and its role in attracting and retaining jobs, stating that "without a skilled workforce, now and in the future, other economic incentives will not matter." The Governor and the Cabinet are committed to fostering an environment, among business and industry and the workforce, that promotes the need for lifetime learning.

Council on Higher Education Initiatives

The decade of the 1980s saw the beginning of a new era of cooperation among Kentucky's eight public universities and 14 community colleges, and its 18 four-year and three two-year independent institutions, in conjunction with the Council on Higher Education, the Kentucky Higher Education Assistance Authority, and the Council of Independent Kentucky Colleges and Universities. Along with this renewed commitment came support for the simultaneous efforts in the state to radically improve elementary, secondary and adult occupational education. House Joint Resolution 54 identified the role of higher education in implementing the 1990 Kentucky Education Reform Act, and a number of activities have been implemented by the Council on Higher Education and the universities to address this important issue.

The Council's 1991-1996 *Strategic Plan* strengthens and expands upon the progress of the 1980s and, in spite of recent budget reductions, presents a promise for this decade of continued service to Kentucky's citizens at all stages and levels of learning.

To a large extent, the six systemwide goals of the Council's 1991-1996 *Strategic Plan* pertain to:

- improving the **quality** of all levels of higher education;
- maximizing the **effectiveness** of higher education;
- providing **equal educational opportunities** for all Kentuckians;
- improving the educational **attainment** of the state's citizens;
- promoting quality **elementary and secondary education**; and,
- contributing to the **economic development** of the Commonwealth.

The current higher education goals correlate with national goals for education.

Higher education has been and will continue to be involved in making Kentucky a better place to live and work.

KENTUCKY'S RESPONSE TO THE SIX NATIONAL GOALS OF EDUCATION

NATIONAL GOAL 1 - READINESS

By the year 2000, all children in America will start school ready to learn.

Department of Education Initiatives

Kindergarten has been a mandatory, state-funded program in Kentucky since 1985.

Preschool Services were established by the 1990 Kentucky Education Reform Act (KERA) to provide for the availability of comprehensive school services to children who are four years old and at risk of educational failure, and for three- and four- year-olds of any income level who have a handicapping condition.

The following students were served through the KERA Preschool and Head Start Programs (as of June 30, 1992):

KERA/Head Start Eligible	**1989-90**	**1990-91**	**1991-92**
Income eligible/non-disabled	40%	69%	78%
Income eligible, disabled 4-year olds	27%	44%	87%
Other disabled 3- and 4-year olds	No Data	No Data	48%
Head Start Eligible			
AFDC eligible 3-year olds	18%	20%	33%

The **Family Resource and Youth Services Centers** were mandated by KERA to remove physical, social and emotional barriers to learning. Family Resource Centers are located in or near elementary schools and have a prevention focus. Youth Services Centers serve middle and high school students and focus on intervention. Services are provided by identifying and coordinating existing community resources, and linking them to the students and their families.

- **133** Centers were established during 1991-92, serving **295** eligible schools.
- During the first six months of 1991-92 , centers averaged **158** participants.
- **93** additional centers were added in 1992-93, bringing the total of centers to **222**, serving **414** eligible schools with a total student population of **191,914**.
- By 1994-95, it is anticipated that **500** centers will be established to serve more than **1,000** eligible schools.

The **Breakfast Program** was a pilot project in 1966. Since that time research has shown that children who eat breakfast have fewer illnesses and better attendance, learn more, are more alert, and have higher test scores.

- 128,000 children eat breakfast in Kentucky schools daily (about 30% of the average daily lunch program).
- 1,135 schools serve breakfast.
- 167 districts out of 176 have a breakfast program in their schools.

NATIONAL GOAL 2 - SCHOOL COMPLETION

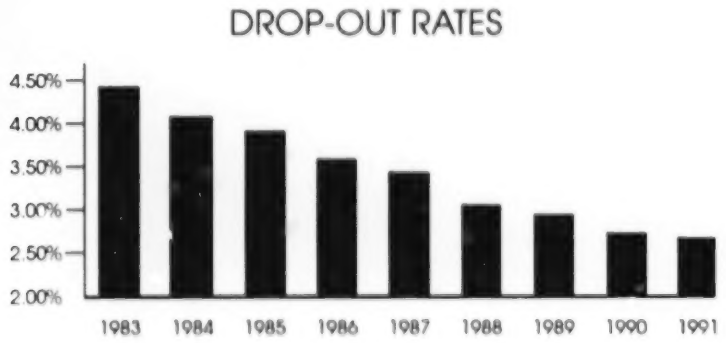
By the year 2000, the high school graduation rate will increase to at least 90 percent.

Department of Education Initiatives

The Extended School Services (ESS) Program established through KERA, provides additional instruction time to all students who are at risk of falling behind or achieving at lower levels than their peers. The additional time is beyond the regular school day, school week, and school year. Instruction and services may address academic improvement, better attendance, course work for credit, physical and mental well-being, and sustaining acquired skills. The program is not a substitute for regular school time, nor is it designed to provide enrichment opportunities for children who are achieving at the appropriate level.

- In 1992, 168 (95% of the total) school districts provided after-school programs.
- In 1992, 151 (86% of the total) school districts operated a summer school program.
- 96,079 students were served in spring semester 1992.
- 20,750 students were served in 1992 Summer School.
- 55 innovative grants were funded in 1992 for $2.5 million.

In **Drop-out Prevention**, the 20 school districts with the highest drop out rates and 20 school districts with the greatest number of dropouts are provided grants to ensure a specific focus on dropout prevention. Districts design their own programs (approved by the Kentucky Department of Education) and target identified high-risk students for long term aid rather than short term interventions.



"No Pass/No Drive" policies have been enacted by many districts in Kentucky, policies that forbid students from obtaining a driver's license prior to age 18 unless they are enrolled in school and have a satisfactory academic record.

Higher Education Initiatives

Destination Graduation (DG), started in 1988 under the auspices of the Council on Higher Education, focuses on the low high school graduation rate in the former Fifth and Seventh Congressional Districts. These Districts in Appalachia have two of the lowest high school graduation rates in the nation; more than a third of the students who enter the ninth grade

drop out prior to high school graduation. To help alleviate this problem, DG annually identifies at-risk students in some 40 school districts, matches them with college students (approximately 200 in fiscal year 1992) from a dozen colleges and universities who serve as special mentors and tutors, and tracks the progress of program participants.

- Some 900 students were served in fiscal year 1992.
- Over 3,600 students have been tutored since the program began.

The Governor's Minority Student College Preparation Program is designed to improve the educational preparation of African-American middle school students (grades 7-9), to raise their high school graduation rates, to increase their educational aspirations, and to improve college enrollment and graduation. In 1991-92, 11 of the state's 22 public higher education institutions (and five local organizations) participated in offering this program through grants from the Council on Higher Education.

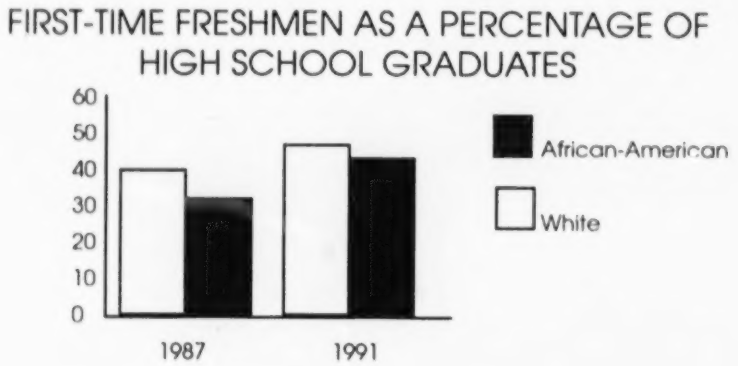
- Approximately 1,600 students were served in 1991-92.
- The number of students participating in the program since it began in 1986 totals 6,100.

A Day on Campus is a program offered by Ashland Oil, Inc., in cooperation with the Council on Higher Education and the Council of Independent Kentucky Colleges and Universities, to enable students in grades 4-9 to take field trips to Kentucky college and university campuses. For each trip, Ashland Oil, Inc. reimburses up to $100 for transportation and meal expenses, provided that at least one local business contributes matching funds for the trip.

- In 1991, 7,252 students from 134 schools visited 26 campuses.
- Over 32,000 Kentucky elementary and middle school students have visited higher education campuses through this program since its inception in 1987.

Graduation and Matriculation rates have been improved by such programs as these, and similar ones conducted by the individual colleges and universities.

- The number of white first-time freshmen in public higher education as a percentage of white high school graduates has increased over the past five years from 47 percent to 54 percent.
- The number of African-American first-time freshmen in public higher education as a percent of African-American high school graduates has increased over the past five years from 38 percent to 49 percent. The percentage of total enrollments who are African-American is 6 percent; African-Americans represent over 7 percent of the state's population.



NATIONAL GOAL 3 - STUDENT ACHIEVEMENT AND CITIZENSHIP

By the year 2000, American students will leave grades four, eight, and twelve, having demonstrated competency over challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

Department of Education Initiatives

The **Kentucky Instructional Results Information System (KIRIS)** is designed to help school systems move to an education system based on student outcomes rather than school inputs. KIRIS is a performance-based system focusing on assessment of student portfolios, on-demand performance events, and open-ended on-demand assessment items. The program requires student participation in grades 4, 8, and 12. The program is designed to influence instruction to be more authentic through a "high-stakes" school building accountability system.

Kentucky has defined KERA's six major goals in measurable terms resulting in the identification of 75 valued student outcomes. These valued outcomes form a common blueprint for both instruction and assessment causing a high level of congruence between the two. The first KIRIS assessment was given during the 1991-92 school year. High performance standards consistent with expectations have been set and the results have given Kentucky a clear vision of the challenge of the future.

Grade 4	**Reading**	**Math**	**Science**	**Social Studies**
Novice	45	59	48	34
Apprentice	45	30	43	52
Proficient	3	4	3	7
Distinguished	0	2	0	0
Not tested	7	5	6	7
Grade 8	**Reading**	**Math**	**Science**	**Social Studies**
Novice	16	57	56	34
Apprentice	69	23	36	49
Proficient	8	10	1	9
Distinguished	0	3	0	0
Not tested	7	7	7	7
Grade 12	**Reading**	**Math**	**Science**	**Social Studies**
Novice	42	45	33	42
Apprentice	45	43	61	44
Proficient	9	8	4	10
Distinguished	1	2	0	1
Not tested	3	2	2	3

The **Financial Impact** of the **KERA Initiatives** are the following:

- The gap between the highest spending districts and the lowest spending districts decreased by 60 percent from 1989-90 through 1991-92.
- The lowest revenue per wealth quintile (one-fifth of the total) in 1989-90 was the second highest in 1991-92.
- The impact of KERA Initiatives has been an expenditure of $118 million in the 1990-92 biennium.

School-Based Decision Making in Kentucky means that every public school in Kentucky will have a school council made up of administrators, teachers, and parents by 1996. These councils will be responsible for school programs and how they work, how school money is spent, curriculum issues (using the state's model), discipline policies, and most aspects of the school's schedule. School-based decision making is the essence of the reform's philosophy: that local schools and districts can best decide how to educate their children.

School-Based Decision Making councils will be encouraged to begin a school transformation planning process which will create widespread support for significant changes in the way students learn and teachers teach. The Kentucky Department of Education has generated a school transformation plan guidebook to assist in this effort.

- As of June 30, 1992, 504 schools had a school council in place (36%).
- As of November 1992, 580 schools had a school council in place (42%).
- Surveys of superintendents and principals were completed, showing number of councils, names of members, and training needs.

The **Primary Program** is focused on children from the time they enroll in school until they are ready to enter fourth grade. It is designed to provide children an opportunity to succeed and have positive feelings about school. Each child progresses at an individual rate of learning with no threat of failure or retention.

- 830 (100%) Kentucky elementary schools submitted plans for primary programs.
- Since 1990, 10,000 teachers, parents, and administrators have attended primary institutes.
- 183 administrators participated in training programs.
- Through February 1992, 2,652 teachers, administrators, and parents have participated in nine regional meetings.

Eight **Regional Service Centers (RSC)** have been set up to provide direct service to the 176 school districts. The Centers were established by KERA and are staffed with educational specialists in preschool, school-based decision making, instructional technology, curriculum alignment, and performance assessment. The RSCs work with schools and school districts to enhance the quality of professional development activities, and to assist with KERA through implementation of plans, providing technical assistance with specific KERA activities and assisting with the design, development, and evaluation of KERA program development by the Kentucky Department of Education.

- 8 Regional Service Centers have been established.

Professional Development is a strong aspect of KERA. The Kentucky Department of Education approves consortia plans for the delivery of statewide professional development for all certified employees in each school district.

- Each school year, certified staff are provided a minimum of four days of professional development training designed to improve instruction. Skills in effective teaching techniques are developed to promote greater student achievement and/or citizenship.
- During the 1992-93 and the 1993-94 school years, districts may also designate up to five instructional days for additional professional development.

Effective Schools Program has the goal to increase the overall level of student achievement for all students through a process of assessment and planning, and the implementation of a site-generated school effectiveness plan. The Effective Schools program includes Regional Principals Cadre, Focus Groups, Program Quality Review Teams, and Critical Initiatives which are relative to the implementation of KERA.

- In the first year of implementation of this program, six districts were involved.
- In the past three years the district number has grown to 42 and has involved 221 schools across the state.

The Kentucky **Distinguished Educator Program** contains highly skilled and trained educators who will support and assist the school staff as it improves learning for all children. A Distinguished Educator will assist a school in strengthening its curriculum and instructional practices, enabling a school that did not meet its threshold in 1994 to meet its achievement threshold in 1996.

The **Basic Arts Program** is a professional development, curriculum writing, and cultural resource utilization program in primary schools. It includes incorporating the theory of multiple intelligences. The program is sponsored by the Kentucky Department of Education, the Kentucky Arts Council, and the Kentucky Alliance for Arts Education, with partial funding from the National Endowment for the Arts.

YouthServe in Kentucky is offered through grants awarded to school districts in the eight regional service areas established under the Kentucky Education Reform Act. YouthServe combines service with learning through school-based community service programs. Service-learning applies academic skills to real life situations, develops critical thinking skills, teaches civic responsibility, reveals career opportunities, and builds the student's self-esteem. YouthServe, along with its companion program CampusServe coordinated by the Council on Higher Education, comprise the statewide organization called KentuckyServe. The entire effort is sponsored by the federal Commission on National and Community Service.

Higher Education Initiatives

The High School Feedback Project provides Kentucky high schools with information about the academic performance of their recent graduates in Kentucky public and independent higher education. Freshman performance data are provided on English and mathematics courses; grade point averages are provided for these courses and overall. The American College Testing Corporation collects the information and in cooperation with the Council on Higher Education generates the reports to Kentucky high schools. This program provides valuable feedback to high school administrators and counselors.

Higher Education Assistance for the Kentucky Education Reform Act (KERA) legislation passed in 1990 is called for through House Joint Resolution 54. In keeping with the designation of education reform as a major commitment in the systemwide 1991-1996 *Strategic Plan for Higher Education*, the universities have reallocated more than $15 million in funds and faculty release time in support of KERA projects, provided technical assistance and professional development training for school districts, and established research and assessment initiatives to identify means of enhancing KERA's effectiveness. The Council and the universities have collaborated to promote uniformity and continuity of training in KERA-related areas among the institutions, and higher education has collaborated with the Education

Professional Standards Board to identify the essentials of effective teaching and to redefine appropriate teacher/administrator preparation and certification programs. The majority of the regional service centers established through KERA are located on university campuses.

The Counselor's Deskbook was initiated by the Council on Higher Education in 1989 primarily through a three-year funding commitment by the Kentucky Association of Electric Cooperatives with input provided by a broadly representative advisory committee. *Futures* includes information on college preparation, vocational opportunities, and skills for entering the workforce.

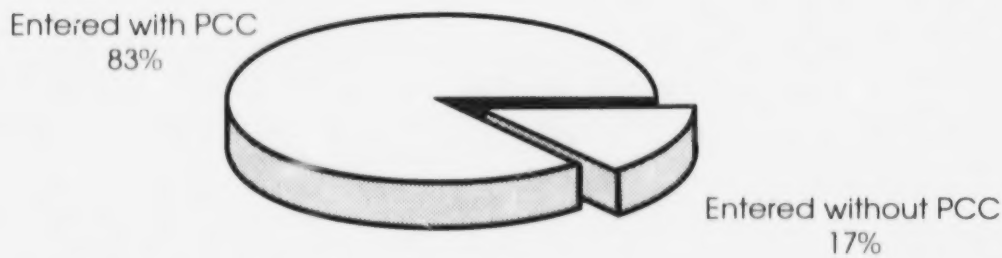
- Three thousand copies of a comprehensive reference book entitled, *Futures: Your Guide to Life After High School*, have been published and distributed annually since 1990 to every school counselor, library, etc.

DISCOVER is a computerized career counseling service distributed by American College Testing (ACT), Inc. A consortium was formed by ACT in partnership with 11 public and independent higher education institutions, the Council on Higher Education, and the Council of Independent Kentucky Colleges and Universities. The purposes of the consortium are to expand the availability of computerized career counseling throughout the state and to reduce the license costs through group purchases of DISCOVER.

CampusServe, a new network of 16 public and independent Kentucky colleges and universities under the auspices of the Council on Higher Education, involves students in volunteer activities which will enhance their academic experience, improve their communities and further the goals of the Kentucky Education Reform Act. CampusServe, along with the companion program YouthServe which was developed under the auspices of the Kentucky Department of Education, comprise the statewide organization called KentuckyServe.

The **Pre-College Curriculum (PCC)** is a series of high school units established by the Council on Higher Education in 1983 and designed to help students prepare for college as well as for responsible and productive citizenship in the Information Age. At least eight of ten new high

PERCENTAGE OF NEW BACCALAUREATE STUDENTS
WITH THE PRE-COLLEGE CURRICULUM (1991)



school graduates who entered baccalaureate programs in public universities in 1991 had completed the Pre-College Curriculum. This was in keeping with the 20 percent exemption policy then in effect. Recent policy changes stipulate that the number of baccalaureate students enrolled annually at each university under the "conditional admission" provision of the PCC policy be reduced from 20 percent to 5 percent of the base figure by 1994/95.

- American College Test (ACT) scores of Kentucky students have continued to rise steadily. Kentucky's new high school graduates who entered public universities in 1991 averaged 20.6 on the ACT Composite compared with 21.1 for all entering college and university students nationwide.

- The enrolling of new college students in honors programs provides another indicator of superior academic preparation. Just under 7 percent of the 11,696 new high school graduates who entered public universities' baccalaureate programs in 1991 took honors courses. Prior to this year's rise, there had been a gradual five-year decline in the percentage of new high school graduates who take honors courses.

NATIONAL GOAL 4 - SCIENCE AND MATHEMATICS

By the year 2000, U.S. students will be the first in the world in mathematics and science achievement.

Department of Education Initiatives

Kentucky Educational Technology System (KETS) is the most comprehensive technology system in the country, with a five-year appropriation of $400 million. Technology integration is crucial to the Kentucky Education Reform Act. KETS is a statewide management and instructional network consisting of features which will extend to students' homes, classrooms, school offices, administration offices, and state agencies.

PRISM (Partnerships for Reform Initiatives in Science and Mathematics) is a program made possible when Kentucky recently received $9.7 million for a five-year "Statewide Systemic Initiative in Mathematics, Science, and Engineering Education" program from the National Science Foundation, with another $5 million in matching funds from state, local and private sources. The PRISM project is a partnership between the Kentucky Department of Education and the Kentucky Science and Technology Council, Inc. Commissioner Thomas Boysen and Dr. Lee T. Todd, Chairman of the Board of Directors for the Kentucky Science and Technology Council, will serve as co-principal investigators for the project. PRISM builds upon the Kentucky Education Reform Act to address reform efforts and restructuring science and mathematics education in the state.

- The project consists of six components which involve the Department, the Kentucky Science and Technology Council, as well as the state universities and colleges. Three components located within divisions of the Department of Education center on assessment and technology.

KMAP (Kentucky Mathematics Acceleration Project) is an outgrowth of the Kentucky Mathematics Summit convened in September 1991, which resulted in a Kentucky Action Plan for systemic reform in mathematics. KMAP will be coordinated with the state's National Science Foundation PRISM project for systemic change in science and mathematics. As part of PRISM, several Kentucky middle schools will be selected as model sites to participate in a five-year reform effort. Their staffs will be asked to study the process of change, develop a shared vision for the mathematics and science programs, and implement strategies to improve students' achievement of the KERA Valued Outcomes in mathematics and science.

Thematic Curriculum Projects highlight different aspects of science and mathematics education, allowing students to expand their knowledge and interest in real-life applications of science and mathematics. These projects include direct partnerships with the National Science Foundation, NASA, the Federal Aviation Administration, the Challenger Center for Space Science Education, the National Science Teachers Association, and the Dwight D. Eisenhower Mathematics and Science Act.

Higher Education Initiatives

The Partnership for Reform Initiatives in Science and Mathematics (PRISM) (described above) will make systemic changes in the teaching and learning of the disciplines of science and mathematics. Higher education is actively involved with the Kentucky Science and Technology Council and the Kentucky Department of Education in every component of this project.

The Eisenhower Mathematics and Science Education Act makes federal funds available to the Council on Higher Education for projects designed to enhance the quality of mathematics and science instruction in primary, middle and secondary schools. Funds are awarded on a competitive basis to Kentucky colleges and universities for this purpose.

- In fiscal year 1992, 3,700 teachers participated in activities sponsored by 14 public and independent institutions.
- Since Kentucky began receiving funding in fiscal year 1986, over 8,000 Kentucky mathematics and science teachers have participated in this program at 20 colleges and universities.

A **Math and Science Incentive Program** was created by the 1992 General Assembly for students showing an aptitude for math and science. This program will be developed and implemented by the Kentucky Science and Technology Council with support and assistance from the Council on Higher Education, the Kentucky Higher Education Assistance Authority and the Department of Education.

The **Professional Education Preparation Program (PEPP)** assists students from rural and inner-city areas to gain admission to, and graduate from, medical and dental schools. Students participate in lengthy pre-freshman workshops, undergraduate training conferences, and week-end seminars, and receive special counseling and assistance throughout their education program. Two universities participate in this program and have involvement with over 200 students each year.

- The program has served approximately 1,700 students since its inception in 1981.

The **Kentucky Experimental Program to Stimulate Competitive Research** (EPSCoR), a statewide initiative with the goal of raising the quality of science research and education in Kentucky, has been awarded a second three-year grant from the National Science Foundation (NSF). It is supported by the NSF, the National Space and Aeronautics Administration, the Department of Energy, the Environmental Protection Agency and the Commonwealth of Kentucky. In 1992, Kentucky EPSCoR merged with the Kentucky Science and Technology Council. EPSCoR has had an impact on education, economic development and research throughout the state.

ACT scores indicate that the preparation of Kentucky high school students in science and mathematics is approaching the national norm. In 1991 ACT scores for new high school graduates entering public universities averaged 19.4 on the mathematics section and 20.5 on the science reasoning section. Nationwide, new college and university freshmen averaged 20.3 on the mathematics section and 21.0 on the science reasoning section.

Degrees awarded in math and science can provide an indicator of the vitality of these subjects. Over 7.4 percent of the 12,994 bachelor's degrees awarded in 1991 were in math and science. This was a decline from 8.1 percent five years ago.

NATIONAL GOAL 5 - ADULT LITERACY AND LIFELONG LEARNING

By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

An Interagency Commission on Educational and Job Training Coordination to promote and enhance the coordination and collaboration of Kentucky's educational and job training delivery systems at all levels was created by the 1992 General Assembly. The Commission is composed of the leadership from the higher education system, the technical training system, and the elementary and secondary public school system. The Interagency Commission is an activity of all three of the entities. The Secretary of the Cabinet for Workforce Development serves as chairperson in the initial year. The Commission will be working to implement programs providing:

- maximum flexibility for persons transferring between postsecondary educational and job training institutions;
- expanded work/study scholarship programs; and
- additional cooperative educational and job training partnerships with the business community.

Workforce Development Initiatives

It has been well documented that the ability of Kentucky to flourish economically and provide high living standards is dependent upon the quality, accessibility and relevance of its educational system. As a major provider of adult education and technical training in the education continuum, the Cabinet for Workforce Development has made considerable progress during 1991-92 to offer Kentuckians greater opportunity to acquire those internationally competitive skills and competencies needed by the year 2000 and beyond.

Technical School Graduates' Skills Guarantee is a revolutionary policy the Workforce Development Cabinet has developed whereby the skill proficiency of its postsecondary Kentucky Tech System's diploma-level graduates is guaranteed. This guarantee promises employers that if a former student at any of the 23 Kentucky Tech schools, within two years of graduation, performs below a satisfactory level in his or her certified skill, then that student will be specifically retrained at no charge. This new policy illustrates the quality of the Cabinet's vocational-technical education programs, its instructors, and the graduates who have not only completed required course work, but have a proven mastery of skills that meets industry-validated specifications.

Kentucky Tech Prep has been established by the Workforce Development Cabinet because most of the new jobs during the next decade will require two years of technical education after high school. Tech Prep modifies and coordinates secondary and postsecondary curricula in such a way that secondary students may choose a course of study leading to a postsecondary technical diploma or associate degree from a community college. Tech Prep serves as a complementary track to college prep in secondary institutions.

- The number of Tech Prep programs in Kentucky has doubled this past year from 21 to 41, responding to the need of the "neglected majority" of high school students who will not attend college.

A new **Postsecondary Curriculum** at Kentucky Tech has been adopted. Vocational-technical education at the Workforce Development Cabinet's postsecondary schools (Kentucky Tech) is acquiring this new appearance to meet the changing demands of both the workforce and business and industry. The new curriculum structure was designed to increase accessibility of programs, proficiency and accountability of students, system capacity and efficiency of facilities, staff and equipment. The new structure will also enhance students' opportunities to transfer completed credit hours to other Kentucky Tech schools and the community college system.

- Pilot projects were initiated at five campuses during the 1990-91 school year with five additional sites implemented during the 1991-92 school year. By January, 1993 the entire Kentucky Tech system will assume the new curriculum structure.

The **Model Writing Institute** was established by the Workforce Development Cabinet in response to a well-documented lack of writing skills among the nation's secondary and postsecondary students. The Workforce Development Cabinet established the first Teacher's Writing Institute in 1992. The goal of this Institute is to develop and improve the writing skills of students in every vocational-technical program across Kentucky. A planning committee has been directed to develop a statewide design to infuse current curricula with writing assignments. A resource book is also being developed for new teachers and for those not using writing assignments within their programs.

Career Assessment Centers help Kentuckians identify job aptitudes; determine their math, communications and reasoning skills; and measure dexterity, coordination and similar motor and perception abilities - all of which are important considerations when choosing a career. Business and industry also use the assessment centers to identify employee training needs. Six more assessment centers became operational during the past year.

- Almost 45,000 Kentuckians were served by the Kentucky Tech System's 14 regional career assessment centers.

Program Evaluation/Assessment of Technical Training Programs was continued for the second year in 1991-92. The process was initiated to determine those technical training offerings that were no longer relevant to the labor market. This evaluation led to the discontinuation and reduction of approximately 60 programs in the past two school years. As a result, high-demand job training programs that have student waiting lists have been expanded throughout the system and will better meet the labor market's needs. Additionally, brand new technical training programs are being developed in the areas of petrochemical process technology and environmental technology.

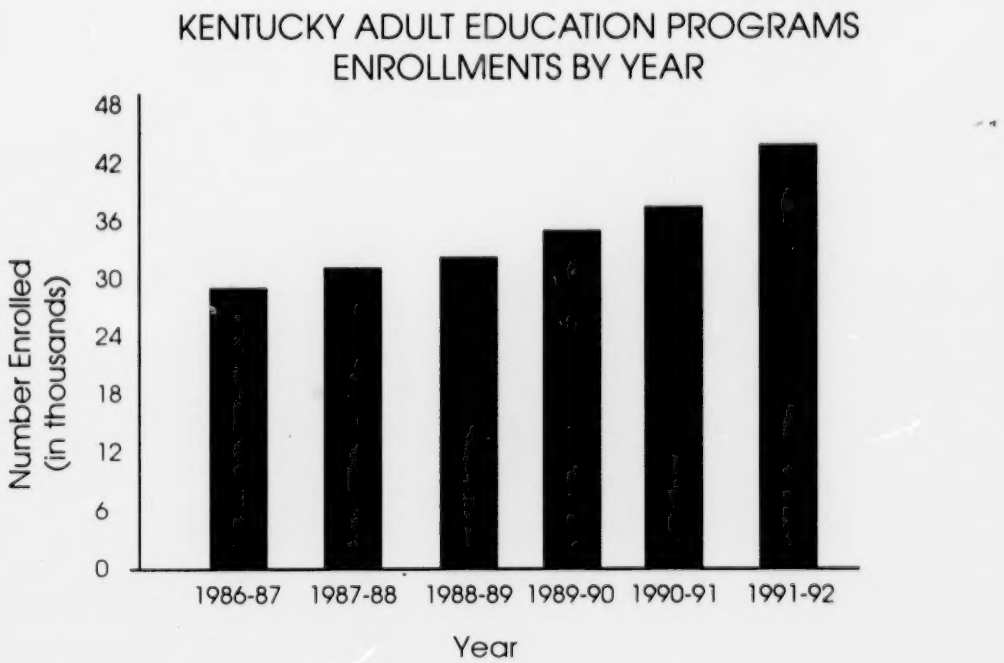
Customized Industry Training/Employee Skill Upgrade Training was provided by the Kentucky Tech postsecondary schools to about 36,000 adults in 1991-92, an increase of almost 20 percent over the prior year. Much of this training was for business and industry as developed by the Kentucky Tech faculty and industrial coordinators. Both existing businesses and new industries have taken advantage of the technical training expertise and facilities of Kentucky Tech. New skill and skill upgrade training were also available to Kentucky's existing industries. This service has made vital retraining opportunities available and affordable to small and medium-sized business. The Kentucky Tech system also served another 73,000 adults last year through other short-term technical training and continuing education programs.

- The combined total of 109,000 adults that received short-term training represents a 9 percent increase over the prior year.

The **Kentucky State Adult Education Resource Center** was established as an important response to the Workforce Development Cabinet's mission and is complementary with Goal 5. This Center will strengthen and expand adult education opportunities and will serve as a reciprocal link between the National Institute for Literacy and adult education service providers. By housing a statewide collection of instructional materials, it will also promote the efficient utilization of available resources for literacy and adult basic education. The Center will remain open two nights a week and on Saturdays to better meet the needs of working adults.

Quality of Adult Education Services has been addressed by the Workforce Development Cabinet's Office of Adult Education Services which has initiated a series of educational standards for adult basic education programs to ensure a quality level of instruction. For the first time, standards will be available by which all adult education programs can measure their success in making improvements in the literacy skills of their students as well as success in student recruitment and retention. This effort will yield higher quality programs thereby lessening the debilitating problem of adult illiteracy and undereducation in Kentucky.

The Office has also contracted with the University of Kentucky to develop a statewide comprehensive system of adult basic education competencies, curriculum for completing mastery, and a performance assessment system. This three-year project will draw, to a significant degree, from the knowledge of adult education practitioners throughout the state. They will join with other experts in developing a curriculum framework for use as a source for improv-



ing instructional delivery, assessment, and program accountability. This project is a major enhancement to delivering high-quality instruction to adult basic education students.

Workplace Basic Skills Programs are being given greater emphasis to address the growing needs of Kentucky's business and industry to enhance the basic skills of its employees. These programs consist of job-site basic skills instruction utilizing the business processes and tasks the employees perform on the job. The Office of Adult Education Services has been successful in developing a model workplace basic skills program that can be easily replicated into business and industry locations.

- The Worksite Education Program of the Jefferson County public schools was honored by the United States Department of Education as one of the top ten adult education and literacy programs in the nation and the best in the Southeast Region.
- The enrollment of students in special workplace basic skills projects has more than doubled in the past year.

Expanding and Enhancing Adult Basic Education Services is a major thrust of workforce development in Kentucky. Recognizing that a large percentage of Kentucky's adult population is undereducated, additional resources have been committed to expand adult basic education programs.

- State funding for Adult Basic Education and Literacy programs increased from $4.3 million in 1989-90 to $6.5 million in 1992-93.

New Adult Learning Centers have been opened in unserved areas to make adult basic education instruction more available. The Workforce Development Cabinet opened new adult learning centers in unserved areas of Kentucky and expanded the hours of operation for many existing centers. The majority of these centers are in rural Kentucky where the lack of a high school diploma or General Education Development test (GED) is most pronounced. Increasing the accessibility and quality of adult learning centers has been the Cabinet's initial strategy in addressing Kentucky's goal of developing a skilled, educated workforce.

- Kentucky's adult basic education programs served approximately 44,000 adults in 1991-92, an increase of approximately 5,000 over the prior year. The 121 local literacy programs funded by the Kentucky Literacy Commission increased the number of adults receiving literacy instruction by 24 percent in 1991-92, compared to an increase of 11 percent in the prior year.
- Kentucky leads the nation in the percentage of its adult population taking the GED test. Almost 13,000 obtained their GED in 1991. The critical need to close Kentucky's adult basic skills gap continues to require greater investment and effort to increase the number of adults passing the GED test.

Parent and Child Education (PACE) programs serve both adults seeking a GED and their three- and four-year-old children in an instructional setting. This program addresses the intergenerational cycle of illiteracy. Adults receive academic and parenting instruction and their children attend a high-quality preschool. The number of PACE programs has doubled from 18 to 36 since 1990. About half of the PACE programs received additional resources to upgrade the quality of their instruction. New and ongoing training and support have been provided with the assistance of nationally recognized organizations.

Rehabilitation Services to People with Disabilities and to Kentucky Businesses are delivered to assist these Kentuckians in obtaining and retaining employment. The Department for Vocational Rehabilitation and the Department for the Blind provided rehabilitation services to over 39,000 Kentuckians with disabilities in 1991. These services are delivered to assist these Kentuckians in obtaining and retaining employment. The two departments have also provided assistance to the business community in complying with the Americans with Disabilities Act (ADA). Department staff recommended necessary accommodations and job site modifications, prepared job qualified applicants, performed job analyses, and provided disability awareness training for managers and co-workers.

Higher Education Initiatives

The **Extended-Campus Center** concept promotes educational access by funding planned, sequential offerings and support services at selected locations off campus so that place-bound students can make reasonable progress toward a degree without traveling to the main campus.

- Under Council on Higher Education guidelines, 11 centers have been approved.

A **Kentucky Telecommunications Network** under development by the higher education community will eventually link all campuses through interactive video. The system, which is already capable of delivering educational programs from one end of the state to the other in a limited way, will increase access to baccalaureate and graduate programs. Several institutions are already tied in to local elementary and secondary school systems.

The College Access Program (CAP), administered by the Kentucky Higher Education Assistance Authority, provides grants to assist Kentucky's most financially needy freshman and sophomore students (part-time and full-time status) to attend eligible public and private nonprofit colleges and universities in Kentucky.

- In 1991-92, students benefiting from this program totaled 18,400.

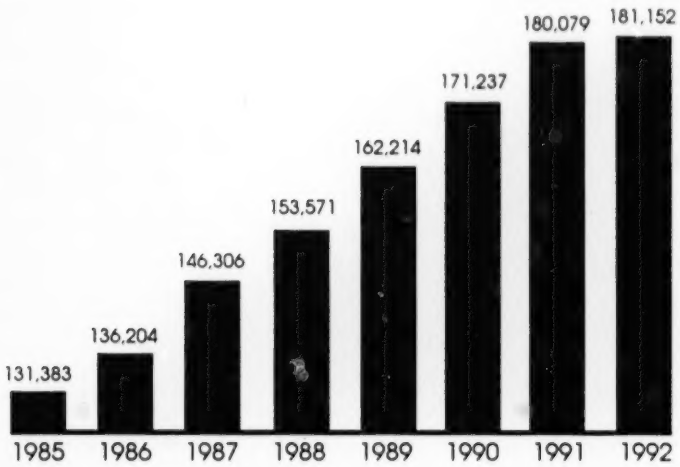
The Commonwealth Scholars Program appropriates funds to each public four-year institution and the community college system to recruit academically distinguished students. Program guidelines are established by each institution.

- Nearly 1,400 students received scholarships in 1991-92.

Higher Education Enrollments, a sign of heightened adult learning and accomplishment, have continued to rise steadily in Kentucky since the mid-1980s:

- Full-time enrollments in higher education have increased by 26 percent since 1987. The community college system, at 57 percent, has shown the most growth. Statewide, the proportion of full-time students has increased from 62 percent in 1987 to 63 percent in 1991.
- Part-time enrollments in higher education have increased by 23 percent since 1987. The community college system, at 53 percent, has shown the most growth in part-time enrollments. More adults are attending higher education part-time. Often they enroll to increase and update their skills, and many have no intent of seeking a degree.
- Total extended-campus course enrollment productivity has increased by 109 percent since 1987. Extended-campus offerings are increasing the availability of higher education.

PUBLIC AND PRIVATE HIGHER EDUCATION ENROLLMENT



- Kentucky Educational Television telecourse enrollments have risen by 45 percent over the past five years from 4,348 to 6,920 students. Interactive television courses are offered at six sites across the state, whereas none were available six years ago.

Retention and **Retention to Graduation** have also improved at Kentucky institutions of higher education:

- The one-year retention of new students in higher education has steadily increased over the past five years at the public universities from 71 to 74 percent. More students are successfully completing their first year at the universities. Community college retention rates have remained relatively stable at 54 percent. An increasing number of new students at community colleges and universities are adults attending for short-term purposes.
- The graduation rate of students enrolled in bachelor degree programs after six years is 42 percent at the regional universities and 45 percent at the two doctoral institutions.
- The graduation rate of students enrolled in associate degree programs for three years is 12 percent. After three years, 35 percent of the students are enrolled at either the same or a different institution. Many successfully served adults do not intend to earn a degree or transfer.

Department of Education Initiatives

The **Partnership for Kentucky School Reform** is a nonpartisan coalition of more than 50 public and private leaders representing Kentucky's business, civic, government, and education organizations working in support of the successful implementation of KERA. The Partnership is sponsored by the Business Roundtable, a national organization representing chief executive officers of 200 of the nation's largest corporations who examine and address

critical public issues, with education as their top priority. The Prichard Committee for Academic Excellence, made up of citizen volunteers whose common interest is improving education, coordinates the Partnership's endeavors.

Vocational Liaison Programs provide special education services to disabled individuals enrolled in vocational-technical school. They assist vocational school instructors and special education teachers coordinate efforts to provide success for disabled youth in the vocational-technical programs.

Community-Based Work Transition Program is a cooperative effort between the Department of Vocational Rehabilitation and the Department of Education that provides services to students with disabilities. The program provides transition services of community-based evaluation, training, and placement of students with disabilities who are within two years of exiting the school system. This program assists in placing handicapped students in the workplace.

Through **Community Education**, the Kentucky Department of Education provides school districts and communities training and technical assistance so that parent/citizen involvement, learning opportunities for people of all ages, agency collaboration, business partnerships, and optimal use of public facilities can be implemented in a comprehensive manner by local directors.

NATIONAL GOAL 6 - SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Department of Education Initiatives

A Comprehensive Drug and Alcohol Program is a major responsibility of the Kentucky Department of Education for the primary through grade 12 in all Kentucky schools. Districts will be provided with KERA-specific guidelines for developing quality, comprehensive programs that teach about the hazards of drug and alcohol use. Kentucky schools work closely with state and local law enforcement agencies to provide education activities to teach students about living in a drug-free, alcohol-free, and violence-free setting.

The **Kentucky AIDS Prevention Education (KAPE)** program activities will assist the Department of Education in addressing a positive and safe learning environment. KAPE assists schools and teachers with HIV/AIDS/STD education from the primary grades through grade 12. Funding, training, materials, and technical support are provided to educators throughout the state.

- In 1992, the greatest increases of AIDS prevention education integrated into the curriculum were in grades 10, 11, and 12 (survey method used).

Transportation and Facilities Improvements support a better learning environment through programs such as facilities construction management program, technical assistance with discipline codes, and programs conducive to safe, expedient transportation. As a result of such programs, students are provided guidance to deal with drug-related and alcohol-related situations.

Discipline Codes have been established by Kentucky schools to teach students the concepts of self-discipline, self-sufficiency, and responsibility. These Codes are implemented across the curriculum and target students of all ages, cultural backgrounds, and race.

Higher Education Initiatives

Drug and crime issues are serious concerns to all colleges and universities. Higher education has instituted a variety of activities in cooperation with elementary and secondary schools to combat school drug and crime problems. The following are some of the activities in which Kentucky higher education is participating:

- a statewide drug abuse information system;
- an inservice training program for elementary and secondary teachers in two rural counties;
- a longitudinal study to design the most effective approaches to drug abuse prevention;
- several longitudinal studies aimed at reducing teenage drinking by altering expectations;
- development of a cooperative school/community model for drug education and prevention; and
- each Kentucky college and university has established a drug-free environment statement and policy.

THE CHALLENGE

Based on a strengthened conviction that every individual counts, that every Kentuckian has the right and responsibility to develop his or her talents to the fullest, and that the most important work of government in this state is to provide educational opportunities to every citizen at every stage in his or her life, Kentucky has embarked on a giant leap forward in its educational program. This bold step is being implemented through the three major educational agencies of the state - The Kentucky Department of Education, the Workforce Development Cabinet, and the Council on Higher Education. Working with and through them the Governor, legislators, and community leaders throughout the state are dedicating the time, talent and resources of this state to educating every Kentuckian to his or her fullest potential and throughout his or her entire life.

Kentucky, its citizens and its leaders have accomplished much in the short time that education has been the principal civic concern in this state. But the challenge of the national educational goals, as well as the additional goals and obligations that Kentuckians have placed on themselves, will require even greater efforts. Kentuckians will rise to these challenges, and will build a future for themselves and their children that will make the current planning, working, spending, and cooperating all worthwhile.

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